DOCUMENT RESUME

ED 053 009 SO 001 457

AUTHOR Feeley, Dorothy M.
TITLE Learning to Live in Today's World. Grade 1.
INSTITUTION Stoneham Public Schools, Mass.
NOTE 18p.

EDRS PRICE EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS African American Studies, American Indian Culture, Bibliographies, Chinese Americans, Citizenship, *Community Study, Cultural Awareness, Discussion (Teaching Technique), Elementary Grades, Eskimos, *Ethnic Studies, Field Trips, Grade 1, *Human Relations Units, *Intergroup Education, Multimedia Instruction, Puerto Rican Culture, *Social Studies Units
IDENTIFIERS Massachusetts

ABSTRACT

The supplementary primary grade social studies units have been developed in order to guide the child in the decision-making areas of citizenship, values, and human relations, and to develop within him a better understanding of his immediate environment and that of the world in which he lives, and to help him to adapt to a changing society and its demands. They are to be used as stepping stones towards developing a new awareness of the multi-racial and multi-ethnic groups including: Blacks, American Chinese, American Indians, Puerto Ricans, and Eskimos. The specific objectives of this unit for grade one are: 1) an appreciation of the relationship and interdependence of home, school, community, and the world; 2) an awareness of the need to belong to different groups; 3) an understanding that different nationalities celebrate different holidays; 4) an awareness of differences in personal appearance; and, 5) an awareness of the differences in urban and suburban life. Group discussion stimulated by inquiry questions is suggested along with role playing. Photographs, exhibits, assemblies, field trips, art, films and filmstrips are integral parts of the learning activities. A seven-page list of books for both students and teachers, and filmstrips is included. SO 001 458 and SO 001 459 are the units for grade two and grade three. (Author/SBE)

ED053009

SP 001 457

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

STONEHAM PUBLIC SCHOOLS

STONEHAM, MASSACHUSETTS

LEARNING TO LIVE IN TODAY'S WORLD

GRADE I

DOROTHY M. FEELEY

STONEHAM PUBLIC SCHOOLS
STONEHAM, MASSACHUSETTS

S O C I A L S T U D I E S

Superintendent of Schools	Daniel W. Hogan, Jr.
Assistant Superintendent	Frank R. Matarese
Administrative Assistant	Thomas L. Wilton
Supervisor of Elementary Education	Ruth E. Mayo

FOREWORD

Children of today must expect change and be able to make necessary social adjustments. They must know how to modify their behavior in order to adapt to the society in which they live.

The curriculum should be used to guide the child in decision-making in the areas of citizenship and human relations.

Today's children should be made aware of the values of democratic principles which extend to appropriate behavior in the world about them.

It is the teacher's responsibility to select those areas which best meet the needs of his individual class and emphasize the program which will be most beneficial.

This unit has been designed for use in grade one in conjunction with the regular social studies curriculum, and can be a valuable tool for intruducing ethnic groups into the private life of the child and his world of today.

Social Studies in Grade One

Objectives

1. To develop an appreciation of the relationship and interdependence of the home, shool, community,and the world.

2. To develop in children an awareness for the need to belong to different groups and the wish to contribute to the welfare of each group.

3. To provide each child with a new and exciting experience.

4. To help children understand that different nationalities celebrate different holidays.

5. To discuss people of various ethnic groups in order to make children aware of their personal appearances.

6. To develop in children an awareness of life in the city in contrast to life in suburbia.

Understanding Inter-City Groups

I. Pictures as Bridges to Ethnic Learning

A. Pictures are an invaluable tool used to encourage children to join in discussions.

B. The following questions may be used as a guide when discussing a photograph of an individual, which later leads to group situations.

1. What is he?
2. What is he doing?
3. What might he be feeling?
4. How are individuals the same?
5. What makes each person part of a group?
6. How is each person different?
7. How does one join a group?
8. What are the individuals' responsibilities to a group?

II. Suggested Approaches

A. Relatable Tools

1. Individuals
2. Groups
3. Children's Interactions
   a. Are they interacting?
   b. Is each one responding the same?
   c. Where do you think the picture was taken?
   d. Do you know any people like the ones in the picture?
   e. Why do you think some people are poor and others rich?

f. If you were poor what would you wish?

g. Do you think that all people are alike?

h. Do you think a march or demonstration is a good way to change the policies of the government?

i. Discuss "Poor People's March."

j. Discuss other Marches currently in the news.

4. Describe the people or person in each picture.

a. What do they/ does he look like?

b. What are they/ is he doing?

c. What do you think they/ he is feeling?

d. What group might they/ he belong to?

5. Role play the picture.

a. Ask the children what they think the person or people are saying.

b. What can we tell about this person/ or people?

III. Ethnic Groups Then and Now

A. Afro-American

1. Where did they come from?

2. Where do they live now?

a. Cities

b. Suburbs

3. What do they eat?

4. Current leaders - to be discussed through the media of pictures, stories, filmstrips.

a. Senator Brooke

b. Martin Luther King, Jr.

c. Mrs. Martin Luther King, Jr.

d. Malcolm X

5. Entertainers

a. Sammy Davis, Jr.

b. Bill Cosby

c. Diahann Carroll - First negro to have her own television series - Julia.

6. Athletes

a. Bill Russell - basketball

b. Cassuis Clay - boxing

c. Jackie Robinson - baseball

d. John Thomas - track

This is by no means a complete list of leaders, entertainers, or athletes. Others may be added to each ethnic group as situations arise in the individual classroom.

B. Chinese

1. Discuss and show pictures of native homes and homes of today.

a. Locate

b. Where do some of the Chinese live now?

c. Do you think that any live in Stoneham?

2. Clothing worn native to their country.

3. Clothing worn on special days.

4. Clothing worn in modern day living.

5. Foods most common to the people:

bamboo shoots	mushrooms
black beans	noodles
chestnuts	oysters
Chinese cabbage	peanut oil

duck	pig
fish, fried	pomelo
fish, jelly	rice
ginger root	shrimp
kumquats	squid
lotus leaves	soy sauce
	turnips

C. Indians

1. Discuss life on an Indian reservation.
2. Display pictures.
3. Discuss location of Indians today.
4. Clothing native to the Indian.
5. Foods most commonly eaten:

beans	peppers
chicken	potatoes
corn	rabbit
deer	turkey
fruit, native	whale
game	

6. Indians to be remembered:
   a. Pocohontas - daughter of Chief Powatan who saved Captain John Smith
   b. Sitting Bull - the most famous chief of the Western Sioux
   c. Will Rogers - who had Cherokee blood and became a rope twirler and entertainer.

d. Massasoit - Chief of the Wampanoag Indians that lived in parts of Massachusetts and Rhode Island.

e. Allie Reynolds - Creek Major League, baseball player.

D. Puerto Ricans

1. Locate native country.

2. Discuss native dress.

3. Where have some Puerto Ricans re-located?

4. Do you think that any live in Stoneham?

   a. Discuss.

5. Foods most common to the Puerto Ricans

avacado	guava	soursap
beans	papaya	yams
breadfruit	peas	
cassava	pineapple	
chicken	platano	
codfish	rice	

E. Eskimos

1. Locate native habitant and discuss.

2. Type of homes then and now.

3. Style of dress.

   a. then

   b. now

4. Foods most commonly found in their diets.

   capelands - dried herring

caribou

salmon - dried

seal meat

venison

whale

IV. The following ethnic groups are found to be living in Stoneham and nearby suburbs: Italian, Jewish, Armenian, French, Irish and Polish. These may be included and introduced to the children in each classroom as the interest or situation presents itself.

V. Suggested Activities

A. Exhibits.

1. Dolls.

2. Homes.

3. Modes of transportation native to each group.

4. Foods most commonly used or eaten.

5. Native clothing.

B. Assemblies.

1. Original stories.

2. Plays.

3. Poetry.

C. Listening to Records.

D. Field Trips.

1. The Afro-American Center.

a. Elma Lewis School, Boston, Mass.

2. The Peabody Museum.

3. Boston's China Town.

   a. View Chinese New Year parade.

4. Visit a Jewish Temple or synagogue.

5. A trip to Boston's North End to visit the Italian area and see the open markets.

6. View Saint Patrick's Day parade in South Boston, March 17th.

E. Make booklets.

F. Murals and montages..

G. Bulletin board displays.

H. View filmstrips.

   1. Pupil made

   2. Others listed under references

I. Enjoying visits from people with varying backgrounds.

   1. Exhibiting native costumes

   2. Displaying native food

   3. Exhibiting art

J. Visit to Star Market - excellent source for foreign foods.

VI. Vocabulary

acrobat	native
adobe	plantation
Afro-American	poverty
anniversary	procession
canal	seasoning
ceremony	slavery

culture
custom
dwelling
feast
hemp
holiday
juggler
lunar
slum
spiritual
steaming
stewing
suburban
temple
utensil
urban

Many foods listed throughout this unit should be explained and presented to the children as they appear.

VII. Suggestions for Evaluation.

a. Are the children becoming aware that people are different?

1. Matching test - words.

b. Simple crossword puzzles.

c. Test.

1. Match pictures to words.

d. Booklet.

e. Evaluation through discussions.

VIII. References:

This represents an incomplete list of books and filmstrips. Each day new books appear on the market and local library shelves. Therefore, it is difficult to keep abreast of current information. A sincere effort has been made to up date this list to include books as recent as 1969.

A. Pupil

1. Afro-American

a. Bourne, Mirian - Emilio's Summer Day. New York: Harper and Row Publ., 1966- Easy reading - A hot summer day in a tenement district populated by negroes and Puerto Ricans.

b. Beim, Gerrold and Lorraine. Two is a Team. New York; Harcourt, 1945.

c. Coles Robert. Dead End School. Boston; Little, Brown and Co., 1968.

d. Crume, Marion W. Funny Mr. Clown. California: Browmer, 1967.

e. Freeman, Don. Corduroy. New York: Viking, 1968.

f. Lexau, Joan. The Rooftop Mystery. New York: Harper, 1968.

g. Undry, Jamice May. What Mary Jo Wanted: Wisconsin: Whitman, 1968.

2. Chinese

a. Bishop, C. and K. Weise. The Five Chinese Brothers. New York. Coward, 1938. - Story of how five look alike brothers outwit the executioner.

b. Buck, P. Chinese Children Next Door; New York: Day, 1942. At bed time mother tells stories of her youth in China and the family who lived next door.

c. Handforth, F. Mei Li. New York: Doubleday, 1938. Story about a little girl and her first Chinese New Year celebration in the big city.

d. Lattimore, E. Chinese Daughter. New York: Morrow, 1960. Ai Li, is the adopted daughter of an American missionary and his wife. She chooses between her Chinese family and her American family.

e. Oakes, V.. Willy Wong American, New York: Julian, Messner, 1964. Chinese-American child who explores his Chinese heritage and its influence on life in America.

3. American Indians Series - Lyons, Carnahan Publishers, 1965.

a. Butterfield, Marguerite and Brown, Dorothy, - Little Wind; Morning Star.

b. Driggs, Howard and Payne, E. George, - Red Feather's Adventure.

c. Morcomb, Margaret, - Red Feather.

d. Basic Vocabulary Books - Indian Folklore, Garrard Pub. Co. (Dolch Books-Level 2)

1. Lodge Stories

2. Navaho Stories

3. Pueblo Stories

4. Tepee Stories

5. Wigwam Stories

e. Indian Children: Clark, Ann Nolan, In My Mother's House, New York, New York, Viking Press, 1941 - Looking out at the world through the eyes of five Tewa Indian Children.

4. Puerto Rican

a. Belpree, - Prez and Marina, Fredrick Warne & Co., New York.

b. Brenner, Barbara. Barto Takes the Subway. N. Y.: Alfred A. Knopf, 1961. A Puerto Rican boy learns about the N. Y. C. subway.

c. Keats, E. J. My Dog is Lost. N. Y.: Crowell, 1960. A Puerto Rican boy is helped by children of other races when his dog is lost.

5. Eskimo

a. Harrington Ootook, Young Eskimo Girl, E. M. Hole Co.

b. Macketanz; - Puppy Names Gih, Scribner.

c. True and Henry, - Their First Igloo, E.M. Hale & Co.

B. Teacher

1. Afro-American

a. Adams, Russell - Great Negroes Past and Present. Chicago: Afro-American Publishing Company, 1964.

b. Patrick, John J. - The Progress of the Afro-American. Westchester, Illinois, Benific Press, 1969.

c. Spangler, Carl - The Negro in America, Minnesota: Lerner Publication, 1968.

2. Chinese

a. Gordon, Milton M.. Assimilation in American Life. New York, Oxford University Press, 1964.

b. Lee, Betty S.. Mountain of Gold, New York: Macmillan Company, 1967.

c. Lee, Calvin. Chinatown, E. S. A., New York: Doubleday, 1965.

d. Lee, Jim. Jim Lee's Cookbook, New York, Harpar & Rowe 1968.

3. Indian

a. American - Heritage Publishing Co.. The American Heritage Book of Indians. New York: Simon & Schuster, 1961.

b. Hagen, Frederick W., American Indians. Chicago Press, 1962.

c. Laurrie, Nancy. The Indian Today, Mid-Continent American Studies Journal. Volume 6. Fall, 1965.

4. Puerto Rican

a. Bowen J. David. The Island Of Puerto Ricco. New York: Doubleday & Co., 1968.

b. Cordasco, Francisco & Eugene Bucchione. Puerto Rican Children In Mainland Schools. New Jersey: Scarescrow Press, 1968.

c. Dooley, Eliza B. Puerto Rican Cookbook. Richmond, Va.: Dietz Press, 1948.

d. Hancock, Ralph. Puerto Rico, A Success Story. Princeton, New Jersey, Van Nostrand, 1960.

5. Eskimo

a. Emerson, Caroline. Four Lands, Four People: D. C. Heath and Company, 1968.

IX. Filmstrips:

A. Afro-American

1. Bobbs - Merrill - City Rhythms: Multi-media set consisting of a film-strip, record and book telling the story of Jimmy, a Negro child who discovers the sights and sounds of city life. It is a happy, poetic story that will be enjoyed by all young children.

B. Chinese

1. Coronet Filmstrips

a. Seeing China: City Life

b. Seeing China: Education & Culture

c. Seeing China

2. McGraw - Hill

a. The Old and the New

b. A Village in China Today

C. Indian

1. Film Strips of the Month Club

a. 946 - Indian Ways

D. Puerto Rican

1. Film Strips of the Month Club

a. 938 - Homes Around the World

b. 948 - Schools of Many Lands

c. 962 - People We Meet When We Travel

E. Eskimos

1. Encyclopedia Britannica Films, Inc. Wilmette, Illinois

a. Eskimo Family

F. Miscellaneous

1. Songs of Many Nations - Co-operative Recreation Service, Radnoo Road, Rt. 1, Delaware, Ohio.

2. Jewish - Your Neighbor Celebrates - Anti-Defomation League: 73 Franklin Street, Boston - accompaning discussion guide.

The following list of pictures is suggested for use when introducing this unit into the classroom.

X. Reading Readiness

A. Chandler Reading - Readiness Program. Pictures to Read. San Francisco: Chandler Publishing Co., 124 Spear Street, 1965.

B. Harper & Row - Discussion Pictures - New York: Harper & Row, Publ., 1967.

C. Wright, Betty Atwell. Urban Education - Studies, New York: The John Day Company, 1965.

XI. Books Available at the Stoneham Public Library, (Junior Room)

A. Alexenberg, Melvin - What is a Human: Benefic Press: Chicago, Illinois, 1964.

B. Schapp, Martha & Charles - Let's Find Out About Indians: Franklin Watts Inc., New York, New York, 1962.

C. Schapp, Martha & Charles - Let's Find Out About Houses: Franklin Eatts Inc., New York, New York, 1962.

D. Schapp, Martha & Charles - Let's Find Out About Clothes, Franklin Watts Inc.. New York, New York, 1962.

Many songs to be used with the study of the ethnic groups and fcreign countries may be found in our current text, "Music for Young Americans:" - American Book Company.

Current information will be furnished during the school year by the Lincoln Filene Center of Tufts University.